



## PYP ASSESSMENT POLICY

### Leland Public School

“Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.” (Learning and Teaching, IBO)

### PHILOSOPHY

LPS views effective assessment as a collaborative effort between student and teacher. Highly effective assessments are “authentic, clear and specific, varied, developmental, collaborative, and interactive” (Learning and Teaching, IBO).

### PURPOSE

The purpose of assessment is to provide timely feedback to students and to inform instruction. Engaged students reflect on feedback received to set learning goals and to measure their current level of understanding. Teachers rely on assessment data to adjust their instructional practice to more effectively meet the needs of their students.

### TYPES of ASSESSMENT

Assessment occurs throughout the learning process and is anchored in authentic tasks. Students demonstrate their understanding through a wide variety of assessment opportunities, both formative and summative. These may include written tasks, oral presentations, field work, exhibitions, performances, tests, research papers, etc. Student self assessment takes place through digital portfolios, rubrics, student reflections, etc.

#### Formative Assessment

Formative assessment occurs frequently within the Unit of Inquiry. Routine assessment provides students with the opportunity to practice skills and teachers with the opportunity to monitor student understanding and modify their instruction to meet the needs and interests of their students.

#### Summative Assessment

Summative assessment gauges the progress of students’ acquisition of knowledge and skills at the conclusion of the Unit of Inquiry. These assessments provide students with the opportunity to demonstrate their learning in authentic contexts, apply it in new ways, and provide teachers with the opportunity to reflect on their units as a basis for backwards design. Exhibition is a culminating summative project that is required for all fifth grade students.

## ASSESSMENT REPORTING

Student achievement is reported in a variety of ways, both formal and informal. Formal reporting includes report cards each trimester, fall and winter parent/teacher conferences, digital portfolios that aggregate student learning K-5, and district and state-mandated assessments. Informal reporting includes work samples, documented observations, formative assessments, personal conversations, phone calls, and emails. Students with IEPs receive progress reports on the same trimester schedule.

## WORKS CITED

*Learning and Teaching*. Cardiff Gate, Wales: International Baccalaureate Organization (UK), 2019. Print.

## REVIEW

This policy was last revised and reviewed by the LPS Board of Education in June 2022 to be implemented by all LPS staff. Parents may access the policy on the school website, or may request a copy. The IB Leadership Team will regularly evaluate implementation of the policy. The Assessment Policy will be reviewed every five years or earlier as needed.